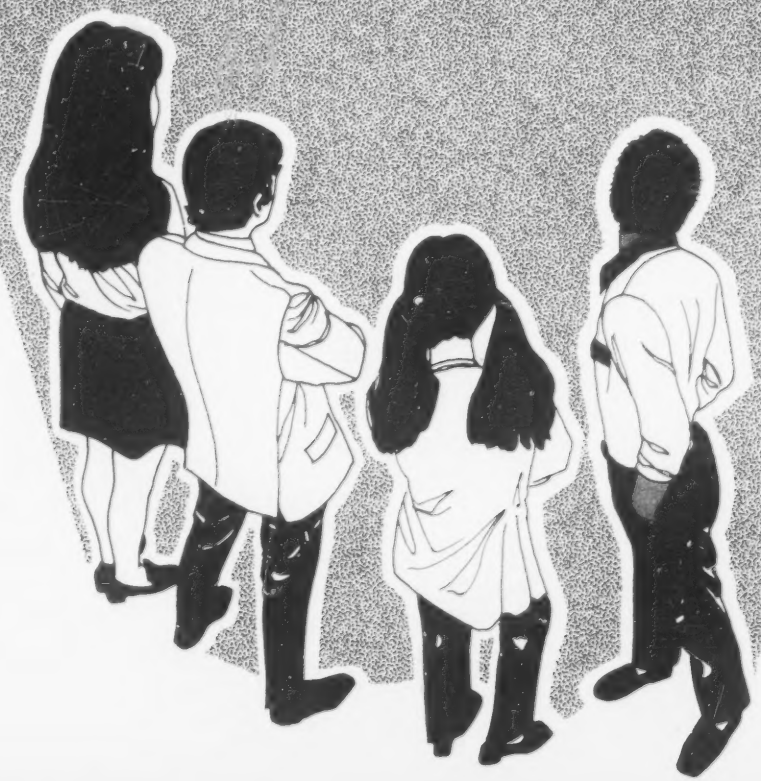
25 Years of Educational Leadership



# State Board of Education of OHIO

# Annual Report 1981

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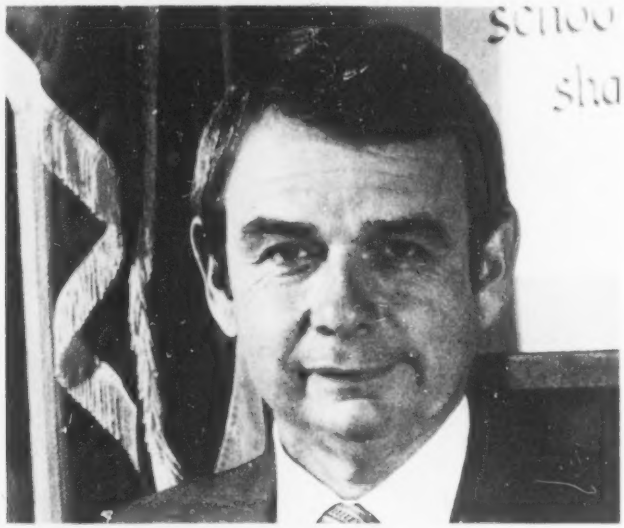


Twenty-five years of educational leadership have taken place in Ohio under an elected State Board of Education. The process of committed citizens meeting to discuss issues and make decisions relative to elementary and secondary education has proved successful for the schools of Ohio. The State Board has carried out the mandates of the Ohio legislature as well as provided a forum for establishing excellence in education.

Emphasizing its leadership role, the board has studied educational problems and presented alternative solutions to them. Ohio continues to be a leader in program development for handicapped, disadvantaged, gifted and vocational students. Tackling the problems of school finance, declining enrollment and the emergence of alternatives to public education has provided new challenges for board leadership.

In its regulatory role, the board has reviewed and revised new standards for programs of the handicapped. Minimum standards for elementary and secondary education, as well as standards for programs of the gifted, are undergoing review for possible revision. Administratively, the board has provided technical assistance to many educators, distributed funds for educational programs, and cooperated with other agencies for the well-being of Ohio's children. The State Board has fulfilled its functions in an exemplary manner.

The history of the board is rich with major accomplishments. The future will certainly bring new challenges to the board.

During this year, the State Board of Education adopted its *Mission for the 80s: A Blueprint for Excellence*. Guided by the board's philosophy and goals, the Department of Education identified 13 priorities for improving the quality of education during the decade of the 80s.

Two studies were conducted during the year, resulting in recommendations for action at the state and local levels. The study on dropouts and unskilled graduates called for curriculum alternatives and other preventive measures. The study on articulation between secondary schools and colleges recommended stated requirements for entrance into colleges and a strong academic high school program.

Highlights of the past twenty-five years and particularly 1980-81 are found within this annual report. As the decade of the 80s begins, established programs have become strengthened while new programs have been developed to meet the challenges of change in our society.

Ohio schools continue to provide opportunities for excellence and for all citizens to reach their potential. Programs for students in kindergarten through the 12th grade continue to be the focus of most of the board's work. However, the challenge of retraining adults to meet the needs of the changing world has become a new and important segment of that work.

Roy D. McKinley, *President*
*State Board of Education*

Franklin B. Walter
*Superintendent of*
*Public Instruction*

### Mission for the 80s: A Blueprint for Excellence

At its January meeting, the State Board of Education passed a resolution approving the *Mission for the 80s: A Blueprint for Excellence*. The document describes goals and actions for 13 priorities:

Improving Pupil Achievement
Improving Pupil Attendance/Reducing Dropouts
Reducing Discipline and Vandalism Problems
Providing Adequate Funding for Schools
Adjusting to Declining Enrollment
Implementing Desegregation—Reducing Racial Isolation
Improving Curriculum
Strengthening Teacher Education and Staff Development
Providing for Disadvantaged Youth
Providing Meaningful Vocational Education
Providing Appropriate Education for Handicapped and Gifted Children
Enhancing School and Community Relations
Implementing Effective Human Relations Efforts

The resolution states that the mission statement "will give direction to the department and leadership to Ohio's school districts in the years ahead." As the state actions are implemented, it is desired that local actions will follow. With this cooperative effort, the ultimate outcome should be new or changed learning and behavior of pupils.

The board has charged the Department of Education with the responsibility for implementing the mission. Committees and task forces were established during the year to develop plans of action for each priority. inservice training, publications and other technical assistance to school districts have begun.

### Governor's Study Committee on High School Dropouts and Unskilled Graduates

Governor James A. Rhodes appointed a study committee to "thoroughly and systematically review and examine the causes and consequences for students who leave the secondary school programs without adequate job preparation." Dropouts as well as graduates of a high school general education program were studied. The committee was directed to make recommendations to reverse the frequency of dropouts and to modify the general education curriculum so that job training is made more readily available.

In January 1981 the study committee reported its findings after holding public hearings, collecting data, and reviewing published research and literature. Recommendations were made in the areas of adult education high school credit programs, basic skills, pregnancy, unskilled graduates, curriculum, human relations and school climate, attendance, discipline, drug abuse, alternative school programs and state laws and regulations.

The report was transmitted to the department for implementation after review by the Governor.

### Advisory Commission on Articulation Between Secondary Education and Ohio Colleges

In September 1980 the State Board of Education joined with the Ohio Board of Regents in appointing a 15-member commission to study articulation between high school and college and "to develop a college preparatory curriculum that would clearly reflect collegiate expectations for entering students. . . ." The commission brought in representatives of interested groups to discuss concerns and issues and to recommend solutions.

Three major areas became the focus of the report: curriculum, teachers and communication. The recommendations stated the courses within a college preparatory program, strengthened the statement of expectations for college entrance, and called for wider communications of high school curriculum options to students and their parents.

Implementation strategies have begun, and the report has been widely disseminated.

### 1981: The Year of the Students and Teachers in Ohio

The State Board of Education proclaimed 1981 as the Year of the Students and Teachers in Ohio as a follow through of the 1980 Year of the Schools. The department was asked to coordinate activities to recognize student and teacher achievements.

Two major programs were organized which brought student leaders in many fields to Columbus. The first activity was an invitation from the Governor to approximately 100 outstanding students to spend a day at the Statehouse and be honored for their leadership. The second program brought over 1,000 student leaders to the Ohio State Fair to be recognized.

During the year, students and teachers have been invited to the State Board of Education meetings, either for presentations or for recognition.

### New Major Inservice Efforts

A Compliance Conference was held for the purpose of updating information and providing techniques in the areas of sex equity, race desegregation, national origin desegregation and Section 504 of the Rehabilitation Act. State and national authorities shared insights into com-

pliance issues. Exemplary programs and legal as well as social implications were discussed with conference participants.

The first annual Computer Fair brought over 500 educators together to learn about instructional uses of computers. Hardware and software were available for demonstrations and hands-on experiences. School personnel already involved in computer programs presented information on how the programs were initiated, implemented and evaluated. Basic skills, career information, programs for the gifted and computer literacy were the major areas discussed during the Fair.

## SCHOOL FUNDING

Funding public education continues to be a major challenge for the General Assembly and for the school districts of the state. The equal yield formula, introduced by the General Assembly and made effective in the 1975-76 school year, provides an equal sum of money (local and state funds combined) on a per pupil per mill basis for each qualifying school district. In 1979 the 100% phase-in of the equal yield formula became a reality with the enactment of Amended Substitute House Bill 191 and Amended Senate Bill 493, in comparison with 17% phase-in in fiscal year 1976, 26% phase-in in fiscal year 1977, and 46% phase-in in fiscal year 1978. Under the equal yield concept, school districts, in 1978-79, were guaranteed $48 per pupil per mill for the first 20 mills assessed for current operating expenses and $42 per pupil per mill for rates above 20 but below 30 mills.

On June 28, 1979, the General Assembly passed Amended Substitute Senate Bill 59, a record breaking school funding bill which increased allocations for elementary and secondary education by $784 million during the last biennium, bringing total state appropriations to $3.4 billion for the biennium. Amended Substitute House Bill 204, the appropriations bill for the 1980-81 biennium, guarantees school districts the following amounts per pupil per mill:

| | 1980-81 |
|---|---|
| First 20 mills | $65 |
| Over 20 but below 30 mills | $42 |

This increased state support, demonstrative of the General Assembly's commitment to education, helps school districts meet the pressures of inflation and the escalating costs of educating Ohio's more than two million students. Because funding for schools is a shared responsibility between the state and local communities, school districts will continue to need the support of the local citizenry to provide the necessary financial structure to meet the pressing needs of educating youngsters.

# EDUCATIONAL EXPENDITURES IN AM. SUB. H.B. 204



| Subsidy | Description | EXPENDITURES 1980 | 1981 |
|---|---|---|---|
| 501 | Foundation Program | 984,202,698 | 964,337,649 |
| 502 | Pupil Transportation | 91,462,494 | 102,100,275 |
| 503 | Bus Purchase | 17,880,000 | 17,037,856 |
| 504 | Special Education | 203,196,199 | 215,811,692 |
| 505 | School Lunch | 8,591,961 | 8,668,530 |
| 507 | Vocational Education | 159,052,537 | 164,284,086 |
| 508 | DPPF | 40,000,200 | 38,447,379 |
| 509 | Adult Literacy | 1,100,000 | 1,067,000 |
| 510 | Instructional Television | 4,350,800 | 4,211,567 |
| 511 | Auxiliary Services | 45,399,498 | 43,699,255 |
| 512 | Driver Education | 8,750,000 | 7,918,482 |
| 514 | Post Sec. Voc. Ed. | 3,500,000 | 4,145,200 |
| 515 | Adult High School | 750,000 | 278,556 |
| 516 | Urban Pilot Projects | 2,500,000 | 2,409,000 |
| 518 | Teacher Institutes | 960,000 | 925,440 |
| 519 | Educational Media Centers | 450,000 | 436,500 |
| 520 | DPIA | 65,027,798 | 60,696,199 |
| 521 | Gifted Pupil Program | 1,277,481 | 3,136,784 |
| 522 | Career Development | 3,806,036 | 4,436,644 |
| 523 | Adult Voc. Ed. | 3,900,000 | 4,434,399 |
| 526 | Voc. Ed. Equip. Replacement | 2,000,000 | 1,943,860 |
| 527 | Teacher Inservice Ed. | 1,000,000 | 955,911 |
| 528 | Vol. Desegregation Assist. | 500,000 | 482,000 |
| 529 | Needs Assessment Project | 67,500 | 145,500 |
| **SPECIAL PURPOSE** | | | |
| 412 | Driver Education | 148,813 | 127,762 |
| 415 | Consumer Education | 148,319 | 139,413 |
| 416 | Voc. Ed. Matching | 1,214,193 | 1,209,751 |
| 418 | Inservice Teacher Training | 246,265 | 234,711 |
| 419 | Preservice Teacher Ed. | 6,095,939 | 5,752,436 |
| 420 | Advisory Committee | -0- | -0- |
| 421 | Food Service Administration | 192,833 | 191,792 |
| 422 | School Management Asst. | 243,388 | 252,582 |
| 423 | Community Education | -0- | 6,200 |
| 424 | Simulation System | 182,284 | 293,682 |
| 425 | Curriculum Development | 41,355 | 46,221 |
| 426 | Computer Accounting Net | 2,119,994 | 4,222,907 |
| 427 | Technical Assistance for Desegregation | 21,985 | 89,950 |
| **OTHER** | | | |
| | Department of Education | 5,036,207 | 4,923,423 |
| | School for the Blind | 1,820,085 | 1,860,981 |
| | School for the Deaf | 2,675,345 | 2,710,786 |
| | Capital | 1,365,013 | 658,293 |
| **Total** | | $1,671,277,220 | $1,677,237,654 |

When the State Board of Education met on January 12, 1981, it had completed 25 years of leadership for Ohio schools.

A new phase in the history of public school education in Ohio had begun on January 3, 1956. On that date a newly created and elected State Board of Education held its first meeting in the State Office Building, Columbus, Ohio. In compliance with Section 3301.04 of the *Ohio Revised Code*, the board organized, selected the terms of members, adopted rules of procedure, elected a president and vice president, and transacted other business recommended by the superintendent of public instruction.

There were several events which led to this historic meeting. For many years, educators had advocated the creation of a State Board of Education to serve the schools in much the same manner as local boards serve their respective districts. It was, however, not until 1953 that the 100th General Assembly passed Amended S.J.R. 30, which proposed that an amendment to Section 4 of Article VI of the Constitution of the State of Ohio be submitted to a vote of the electorate. The amendment approved by the voters on November 3, 1953, states:

"There shall be a state board of education which shall be selected in such a manner and for such terms as shall be provided by law. There shall be a superintendent of public instruction, who shall be appointed by the state board of education. The respective powers and duties of the board and of the superintendent shall be prescribed by law."

In January, 1955, the 101st General Assembly carried out the mandate of this amendment to the Constitution, and enacted into law Amended House Bill 212, which set forth rules and regulations pertaining to the board.

This bill provided that the board would consist of 23 members, one from each congressional district. The terms of office of the first board members (six, four or two years) were determined by lot at the initial organization meeting of the board so that terms would expire on a staggered basis. Since November 1957, seven or eight members are elected at general elections for terms of six years.

Early in its existence, the board struggled with consolidation of school districts and transfers of school territory. In 1957, the board began to develop new standards for elementary and secondary schools and for the certification of teachers. Other early activities of the board were to survey school building needs, enrollment trends, transportation and taxation; to appoint a committee to study and recommend means for strengthening the school curriculum and improving teaching methods; and to study adult education.

In subsequent years, the board revised the elementary and secondary standards, developed guidelines for auxiliary school services, presented a plan for the education of the handicapped, provided for the expansion of vocational education programs, adopted a policy statement on equal educational opportunity, and provided for the establishment of many specific educational programs.

In 1972, the Governor of Ohio requested a thorough review of the goals of education and a restructuring of objectives to meet those goals. The State Board of Education responded by appointing study committees and requesting the Department of Education to conduct a citizens forum for discussing issues in education.

During the 70s, the State Board adopted standards for colleges and universities in Ohio preparing teachers. This teacher education redesign was fully implemented during 1981. Other leadership activities in which the board became involved were: minimum competency programs, energy conservation, the Year of the Schools and adult education.

As the decade of the 80s began, the State Board passed a resolution on equal educational opportunity in Ohio schools. A document was developed as a guide for school districts in eliminating racial isolation. A mission statement for the 80s was developed to provide direction for education and 1980-81 was designated the Year of the Students and Teachers.

## ADMINISTRATION

The Department of Education, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction, assistant superintendents and executive directors, provides leadership and directs and supervises the work of department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to school administrators in solving problems faced by school districts are the major activities in the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents and executive directors are responsible for the supervision of the divisions in the department and for special assignments including liaison with the Ohio General Assembly, litigation, and coordination of department task forces.

## COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports was created in 1966 from the former Division of Research. Funds for the creation and maintenance of the data processing operation came from Title V of the Elementary and Secondary Education Act, Title X of the National Defense Education Act, and the State General Revenue Fund.

The original purpose of the division was to computerize the department's programs and upgrade its statistical capabilities. The division's role has been expanded during the 15 years of its existence. Currently it is made up of five sections: Management Information Support, Statistical Systems Support, Data Conversion and Operations, Program Management Support, and Technical Assistance and Field Support.

The Management Information Support Section uses the Ohio Educational Administrative and Statistical Information System (OEASIS) to reply to requests for statistical data from the department and other state and federal agencies. OEASIS depends upon an integrated data base called the Ohio Common Core of Data (OCCD) which makes frequently used data available within minutes and provides sophisticated projections in less than an hour. The OEASIS/OCCD system is being expanded to provide additional management and support capabilities. One such subsystem, produced in response to the needs of the department and the Ohio General Assembly, is MODEL, which projects the impact of various school funding proposals on individual school districts. The Management Information Section also provides services in addition to OEASIS. One example is the recently developed computer analysis system available to school districts applying for loans to the State Controlling Board.

The Statistical Systems Support, Data Conversion and Operations, and Program Support Sections all collect, process and analyze data in their specific areas which range from enrollment to school food services. The influence of computer technology's recent advances is evident in the activities of these sections. Eight of the department's 12 divisions now have direct access to statistical data through on-line terminals located in their

offices and linked to the division's computer. In addition, there are now four agencies outside the department (Ohio School Boards Association, Office of Budget and Management, Ohio Federation of Teachers, and Buckeye Association of School Administrators) which now have or will have access to data through on-line terminals.

On the other side of the coin, data are beginning to be reported to the division electronically. In 1981, two school districts were updating staff data directly on-line, 10 school districts and one consortium of school districts were supplying data in electronically readable form, and one county office was accessing certification data on-line.

The number of uses for the division's statistical data is also expanding. In addition to the department's use, requests now come from federal and state agencies, the Ohio legislature, independent research organizations and doctoral students who are working on dissertations.

The Technical Assistance and Field Support Section (TAFS) was formed to provide assistance to the Ohio Education Computer Network (OECN). The network consists of school districts which have organized into self-governing data processing cooperatives with a central computer site providing Uniform School Accounting services to participating members. The OECN is entering its third year of existence and now covers all 88 Ohio counties with 25 operational computer sites serving approximately 460 school districts.

The TAFS Section provides assistance in a number of areas, the most important of which is software development and maintenance. The section developed the Uniform School Accounting System software which is utilized by three-fourths of the school districts in the OECN. The remaining sites are either self-developed or use third party proprietary software packages. To date there have been four major revisions and releases of the original accounting software. A second system, the Uniform Staff/Payroll System, is in the final stages of development and is currently being run at several test sites before its release to the OECN. The section also provides software training sessions. Between January 1980 and May 1981, over 1,100 treasurers attended sessions which were held at the division's Columbus office, while over 40 onsite training sessions were held.

## ELEMENTARY AND SECONDARY EDUCATION

The Division of Elementary and Secondary Education has a long history of providing services to the citizens of Ohio. Originally known as the State Board of School Inspectors in the early 1900s, the division has functioned under the titles High School Inspectors (1916-1923), Division of Public Instruction (1923-1945), and its present designation, Division of Elementary and Secondary Education, since 1945. The work of the division has remained relatively consistent throughout the years with the emphasis being given to school inspections to secure conformity to certain standards and to improve supervision and instruction.

When the State Board of Education came into existence in January 1956, it was given the power to charter high schools. Effective December 1967, the power of the board was extended to charter school districts. And finally, effective June 1970, the State Board of Education was given the power to charter individual schools within a district in addition to chartering school districts.

For 10 years after the creation of the State Board of

Education, the Division of Elementary and Secondary Education operated as a single organizational unit. General supervisory personnel provided onsite school inspections; specialists provided a variety of activities in the areas of music, health and physical education, conservation, driver education, adult education, civil defense, art, social studies, and narcotic and alcohol education.

Beginning with the 1967-68 school year, the division was reorganized into three major sections—Elementary Education; Secondary Education and Special Areas; and NDEA, Title III. Subject specialists were added to the staff in the areas of foreign language, history, civics and geography, reading, mathematics and English. This expansion of staff was made possible by the federal Elementary and Secondary Education Act.

The division has continued to reorganize over the past 15 years. Presently seven sections make up the organizational structure of the division. The professional staff continues to provide the services begun over three quarters of a century ago.

### Elementary

Members of this section are responsible for inspecting Ohio's 3,011 public and 671 nonpublic elementary schools on a rotating basis to determine compliance with minimum standards. Professional and technical assistance is provided in school administration, organization, curriculum, pupil services, staffing, instructional materials, community relations, research and physical facilities.

During the 1980-81 school year, 521 public elementary schools were evaluated and assistance was given school officials in resolving problems relative to course of study development, scheduling and instruction. Staff members also conducted 60 follow-up evaluations to determine the degree to which violations of standards were corrected in 60 elementary schools which were evaluated in the 1979-80 school year.

In addition to inspection responsibilities, members of the elementary staff held workshops for principals, prepared instructional materials, served as resource persons for college classes, and worked with department task forces and other related educational organizations.

### Secondary

This section is responsible for inspecting Ohio's 943 public and 131 nonpublic secondary schools on a rotating basis to determine compliance with minimum standards. Technical assistance is provided in all areas of minimum standards, and consultants are provided in the subject fields of mathematics, social studies, English language arts, science and foreign languages.

Evaluations were conducted in 244 secondary schools to determine compliance with minimum standards during the past year. Eighty regional graded course of study workshops were conducted. These workshops attracted 1,792 participants. Additional technical assistance in English and social studies course of study development was provided in 74% of the county offices, 69% of the city school districts, 47% of the exempted village districts, and 83% of the diocesan school offices.

Members of the secondary section also prepared self-appraisal checklists in the areas of mathematics, English language arts, science and foreign language. Statistical studies were conducted and publications were prepared regarding the status of secondary English language arts, social studies, mathematics, science and foreign language programs in Ohio schools.

Twenty-eight colleges and universities and 14 related organizations were given assistance in designing and improving K-12 curriculum planning. Technical assistance in planning and evaluation was also given to officials in 28 nonpublic schools.

### Health and Human Affairs

The Health and Human Affairs Section provides professional and technical assistance to school districts in art and music education, health and physical education, recreation, general safety education, substance abuse education, outdoor and leisure education, arts for the handicapped, and adapted physical education.

During the past year, members of this section provided the major speaker at over 60 conferences, conducted over 40 inspections, and directed 94 subject area evaluations in elementary and secondary schools. New publications which were developed during the 1980-81 school year were: *A Self-Appraisal Checklist for Economic Education* and *Planning Music Experiences.*

### Nutrition Education

The Nutrition Education and Training Program (NET) has been established to improve the nutrition knowledge and eating habits of teachers and students. The Ohio NET Program, which is supported by a grant from the U.S. Department of Agriculture, has sponsored over 300 curriculum development and nutrition workshops for the staffs of schools and day care centers.

Grants for integrating nutrition education activities into the curriculum were awarded to 42 schools and 26 day

care centers. Continuation grants were given to 30 participating institutions from the previous year's grant program. Thirty-two schools have been participating in a NET-sponsored process model which integrates nutrition into the existing curriculum. This K-8 model integrates nutrition concepts into the subjects of science, social studies, mathematics, health and language arts. Over 800 copies of the filmstrip series "Sports Nutrition—Part of the Winning Combination" have been distributed to public school districts and nonpublic schools. The filmstrip series, developed through a NET grant to The Ohio State University, is designed for middle and junior high school coaches to use with their students.

### Industrial Arts Education

This section provides technical, professional and curriculum assistance to teachers, administrators and college personnel in the operation of industrial arts programs. During the 1980-81 school year 19 staff development workshops were held. In addition, the state staff was instrumental in providing workshops in planning industrial arts activities for handicapped youngsters.

An industrial arts evaluation instrument and a self-appraisal checklist have been developed. The industrial arts staff was instrumental in making a status study of industrial arts in Ohio schools. The publication resulting from this study, *The Status of Ohio Industrial Arts*, has proved beneficial in planning for future curriculum studies and inservice education.

The Ohio industrial arts student association participated in the All Ohio Vocational Youth Leadership Conference. The conference was designed to develop leadership skills.

### Special Projects

The Special Projects Section coordinates the revision of minimum standards for elementary and secondary schools; inspects the special education programs in county boards of mental retardation and developmental disabilities schools and state institutions/hospitals; and coordinates other special activities and events.

A draft of revised minimum standards for Ohio elementary and secondary schools was prepared by a 34-member Standards Revision Advisory Committee. Eleven regional meetings were held which over 1,700 persons attended, and over 600 gave presentations regarding the standards.

The special education programs located in 85 county boards of mental retardation and developmental disabilities schools and 28 state institutions/hospitals were inspected to determine compliance with minimum standards. Written reports were prepared for the superintendents of these facilities.

A $4,220,276 state appropriation provided assistance to Ohio's eight nonprofit educational television corporations. A statewide survey was conducted among 3,100 public school teachers to provide data regarding the use of ITV in Ohio schools.

Fifty-two applications were processed for the Ohio Teacher of the Year Award; four Argentinean teachers visited the division; and one Ohio teacher is on assignment in Melbourne, Australia, as the International Teaching Fellowship representative.

### Supportive Services

Schools are served by this section in developing and improving courses of study, library and media services, adult high school continuation programs and comprehensive school evaluations. During the 1980-81 school year approximately 10,919 course of study documents were reviewed for approval purposes. Consultant services were provided to individual school districts in developing or revising graded courses of study. A course of study library located in the Division of Elementary and Secondary Education was used extensively by school district personnel as a resource in course of study revision.

Media services were provided to schools through the allocation of $436,500 to nine media regions and two feature film centers. Consultation and evaluation services were provided to assist and support local efforts to incorporate media into the total curriculum.

Coordination was provided for the North Central Association of Colleges and Schools accreditation of 599 schools. A review of each school's annual report was made and follow-up letters were sent to school personnel informing them of deviations from standards. A comprehensive self-evaluation and onsite team review were conducted in 66 participating schools for the purpose of identifying school needs and developing a school improvement plan.

Forty-three school districts provided adult high school continuation programs.

In August 1977, the Energy Assistance Office was established in the Department of Education. The major purpose was to train and assist school personnel in the techniques of energy auditing and the management of energy use in the schools. To accomplish this task, the Department's Division of School Finance area coordinators were trained to provide frontline assistance to Ohio school personnel.

This office has conducted 54 regional workshops on its audit program for school personnel. To date, 185 school districts with a total of 1,764 buildings have completed audit forms and received computer printouts. Also, 36 districts with 231 buildings submitted second year data and received a comparative analysis report.

By the fall of 1978, the Energy Assistance Office expanded to provide technical assistance to school personnel, architects and engineers on the National Energy Conservation Policy Act Title III Grants Program for Schools and Hospitals (NECPA). The office has conducted 53 regional workshops on this program. Ohio school participation in NECPA has been outstanding during the first three years of the program. A total of 3,793 grants has been awarded to Ohio schools, providing $7.6 million in federal grants for energy conservation projects ranging from energy audits through retrofit measures. During the office's four years of operation, 417 (63%) of the city, exempted village, local and joint vocational school districts, from 83 Ohio counties, have been assisted in the completion of energy audits or NECPA applications and procedures.

In 1980, the scope of office operations expanded to include energy education. Office staff represented the state superintendent on the Education Commission of the States (ECS) Energy Education Task Force and coordinated the Ohio Energy Education Team participating in the Region V Midwest Energy Education Consortium.

The Ohio Department of Energy (ODOE) awarded a grant to the Energy Assistance Office to develop an "Energy Education Program for K-12 Teachers." The office conducted a "Teacher Energy Education Survey" to determine the content and format for an Ohio Department of Education Energy Education Program. The first Ohio Department of Education State Energy Education Conference was held.

The office initiated the *Energy Dateline* newsletter to provide current information on school-related energy issues within the state and nationally. The final rewrite, editing and preparation of camera-ready copy for the Division of Planning and Evaluation Title IV-C project, "Energy Management for School Administrators," was completed by this office.

The 1981 Energy Assistance Office major priorities continued to be: (1) Public Schools Energy Conservation Service (PSECS) Audit and Comparative Analysis Programs; (2) National Energy Conservation Policy Act (NECPA) Title III Grants Program for Schools and Hospitals; and (3) energy education and information.

Other specific accomplishments during 1980-81:

1. Completed the revision of the PSECS Comparative Analysis Program to include additional information required by NECPA.
2. Monitored all state and federal energy and asbestos legislation.
3. Maintained links with local, state and federal organizations to enhance energy conservation and education efforts in Ohio schools.
4. Expanded Energy Assistance Office management in the application procedures of NECPA for K-12 schools.
5. Made regular mailings to Ohio school superintendents regarding:
   a. National Energy Conservation Policy Act Title III
   b. Asbestos
   c. Pertinent energy-related issues or questions.
6. Participated on the Columbus Energy Council Industrial Energy Task Force. The objective was to produce specific recommendations for managing community energy sources. The energy council was created by the Columbus City Council.

## EQUAL EDUCATIONAL OPPORTUNITIES

On May 13, 1968, the State Board of Education adopted a resolution that established the Office of Equal Educational Opportunities and received its first year Title IV-C.R.A. Race Desegregation grant. Since the establishment of this office there have been many developments. In 1977, the Office of Equal Educational Opportunities became the Division of Equal Educational Opportunities.

The division received state funding during the past biennium under the State Voluntary Desegregation Assistance Program. The program provides direct grant and staff technical assistance to districts undergoing voluntary desegregation. This past year, for the first time, the division received a Title VI-SEA/ESAA grant which allowed the division to provide desegregated-related staff development assistance.

In its initial two-year funding period, the State Voluntary Desegregation Assistance Program showed a 71% increase in the number of districts participating and in the number of students benefiting from these funds. In 1979-80, the allocation was $500,000 with 6,874 eligible students. The 1980-81 school year showed a $482,000 allocation with 11,770 eligible students.

As a result of Title VI-SEA/ESAA funding, the division provided 40 staff training workshops for 13 school districts implementing voluntary desegregation plans during the 1980-81 school year.

Ongoing technical assistance is provided to school districts implementing court-ordered and voluntary desegregation plans and to those school districts planning and developing programs to eliminate incidents of racial isolation. The publication, *Equal Educational Opportunity in Ohio Schools*, which resulted from State Board of Education action, was disseminated to all Ohio school districts this year. This guide also was distributed to school district personnel at two information and dissemination conferences held by the division.

Division priorities for 1980-81 included aiding districts in meeting staff development needs and continued assistance in planning and developing workshops. The Division of Equal Educational Opportunities will continue to encourage the voluntary elimination, reduction or prevention of racial isolation in schools and to meet the special needs of districts involved in the elimination of racial isolation.

## FEDERAL ASSISTANCE

The State Board of Education authorized the creation of the Division of Federal Assistance in 1965, following passage of the Elementary and Secondary Education Act (ESEA). Through the years, the division staff has handled a frequently changing assortment of responsibilities.

### Serving Educationally Disadvantaged Children

A major responsibility of the division is administering ESEA Title I—legislation which provides funds for supplemental instructional services for educationally disadvantaged children.

Ohio's Title I funds, gradually increased from about $32,000,000 in fiscal 1965 to over $83,000,000 in fiscal 1981, are allocated to local educational agencies. Emphasis has consistently been placed on providing younger children with supplemental reading instruction. A second priority has been extra mathematics instruction.

Title I funds are also provided for several types of students with special needs. Children of migratory agricultural workers are helped to improve their oral language and other basic academic skills. Handicapped, neglected and delinquent youngsters in state-operated schools receive supplemental instruction designed to make them more self-sufficient and better adjusted citizens.

### Distributing Funds for Library Resources

Title II of the original Elementary and Secondary Education Act provided funds for library resources and instructional materials. A separate section was formed within the Division of Federal Assistance to administer this program. Responsibilities of the section have shifted somewhat with legislative changes which consolidated several programs into what is currently known as Title IV-B. The dollars have fluctuated from about $5,450,000 in fiscal 1965 to a low of $2,100,000 in 1970, to a high of about $8,400,000 in 1980.

### Planning Imaginative Solutions to Educational Problems

Responsibility for ESEA Title III was initially placed with the Division of Federal Assistance. This program provides funds for planning imaginative solutions to educational problems and for demonstration projects. In 1968, a separate Research, Planning and Development Section was formed to administer Title III, now known as Title IV-C.

### Strengthening of State Department of Education

The division also assists the state superintendent with ESEA Title V, which provides funds to strengthen state departments of education. Since 1965, these funds have enabled the Ohio department to provide leadership in a variety of areas and to expand services to meet changing needs. Fiscal coordination for Title V is handled by the Division of Federal Assistance.

### Providing Adult Basic Education

The division administered adult basic education for one year as authorized by the Economic Opportunity Act of 1964. Since fiscal 1967, authorization has been under amendments to the Elementary and Secondary Education Act. From a beginning of $650,000 in federal funds for 8,500 students in fiscal 1967, ABE has grown into a program for over 52,000 students. Funds for fiscal 1981 included a federal grant of $4,700,000, a state grant of over $1,000,000 and about $730,000 in local support.

## GUIDANCE AND TESTING

Support for guidance, counseling and testing services has been a tradition in Ohio. However, the major emphasis on department services came shortly after the formation of the State Board of Education with the enactment of the National Defense Education Act of 1958. The Vocational Education Act of 1963 and subsequent legislation continued the expansion of these services from the state to the rapidly growing vocational education system in Ohio.

Some of the major activities of the Division of Guidance and Testing during 1980-81 included:

- High School Equivalence (GED) Activities

| | |
|---|---|
| Tests Evaluated | 17,652 |
| Number of Individuals Who Passed | 14,293 (81%) |
| Number of Individuals Who Failed | 3,359 (19%) |

- Ohio Tests of Scholastic Achievement (OTSA)

  16 Tests Offered
  53 Centers Established in State
  21,986 Participants

- Organized and coordinated 10 regional vocational guidance conferences for vocational counselors and counselors from other schools, five regional skill training conferences and a statewide "Focus on Guidance" conference.
- Involvement and support of local inservice and training activities.
- Training workshops on GATB (General Aptitude Test Battery).
- Reviewed one-fifth of vocational guidance programs in the state.
- Development of materials on elementary guidance, advisory committees, pre-employment preparation, testing, business and industry, career guidance, written guidance programs and computerized follow-up.

Strengthening staff development continues to be among the priorities of the State Board of Education. In January 1974 specific responsibility for inservice education was designated to the newly established Division of Educational Redesign and Renewal. This occurred as a result of Sub. H.B. 86 which provided funds for the development of inservice education materials and assistance in their use.

On July 9, 1979, the State Board of Education passed a resolution renaming the Division of Educational Redesign and Renewal as the Division of Inservice Education. This division facilitates school district inservice programs through six interrelated programs: Inservice Materials Development, Teacher Institutes, Teacher Centers, Teacher Corps, Basic Skills Improvement and Teacher Development.

Supported in part by federal dollars, publications addressing the following instructional priorities have been published: reading K-12, metric education, energy education, citizenship education, international studies, written communication, social responsibility, motivation of students, mathematical problem solving and health education.

As the division was organized, consideration was given to including those state and federally funded programs which had staff development as the main focus. Combining these programs enhanced the leadership capability of the division toward a common mission of sustaining teacher and administrator excellence.

Teacher institutes have supported cooperation between school districts and institutions of higher education for planning professional growth experiences for instructional personnel. Functioning in a liaison role with the federally funded Teacher Center and Teacher Corps Program also has reinforced the division's responsibility for professional growth activities.

Through the Basic Skills Improvement Program, the division provides inservice education programs in reading, mathematics, and oral and written communication. Regional training seminars help local inservice leaders learn how to enlist school and community support in planning basic skills improvement programs. The basic skills improvement efforts were promoted through various activities including:

- The fourth annual statewide Right to Read Week. Reading Hall of Fame certificates were awarded to over 1,000 schools which described their reading improvement activities;
- 12 basic skills fall regional inservice meetings;
- The second statewide Young Authors Leadership Training Seminar;
- The first statewide Conference on Oral Communication;
- The first statewide Conference on Written Communication;
- The Inservice Education Renewal Conference on Systematic Planning for School Improvement;
- 304 days of onsite basic skills related inservice presentations and technical assistance;
- The distribution of *Partners for Children* for parents who wished to learn how and why to help their children at home;
- The development of "Parents as Partners," a series of three television programs and accompanying brochure to foster positive parent involvement in the initial learning process.

In 1981, the division assisted virtually all school districts in the establishment of systematic plans for inservice by subsidizing such efforts through the Teacher Development Program and providing technical assistance for this program which is made possible by a $2,000,000 biennial appropriation. All school districts were eligible for subsidies amounting to 49¢ per pupil. School districts participated as independent planning units or combined their resources and participated as cooperative planning units. Inservice plans for staff development were received from 355 independent and cooperative school district units representing 654 school districts, including joint vocational schools.

Following the U.S. Supreme Court decision and the subsequent development of Lau guidelines related to limited or non-English speaking students, state departments across the nation were encouraged to apply for federal funding to establish Lau Centers to assist school districts in compliance.

The Ohio State Education Agency Lau Center was formally staffed in 1977 following a year of assessment and planning. During the early 1970s, several Ohio school districts did not meet the needs of national origin minority children (NOM) who were of non-or-limited English proficiency. The newly created Lau Center began to address the concerns of administrators and teachers in the cited school districts as well as other districts experiencing similar problems. Parents and community groups expressed their desire for greater assistance to NOM children.

Activities of the Lau Center include assistance in the development and implementation of national origin desegregation plans and related training and inservice procedures.

During 1981, focus was on assisting recently cited districts, continuing efforts with previously cited districts, and initiating development of compliance plans for requesting districts. Statewide, regional and district inservice workshops as well as training sessions were included in 1981 activities.

### Bilingual Education

Federally funded bilingual programs located in Cleveland, Lorain and Youngstown are implementations of their respective Lau compliance plans. A federally funded bilingual program is in operation in Athens; locally funded programs are in Toledo and Cincinnati. Cincinnati is the only Ohio school district to develop and implement a voluntary Lau compliance plan.

Federally funded training programs are located in four colleges and universities. These programs range from teacher training to a specialization in educational administration in bilingual settings.

Activities for 1981 included coordination of technical assistance for federally funded programs maintaining linkages with institutions of higher education, assisting in the development of new bilingual programs, disseminating pertinent information, onsite visits and workshops.

### Indian Education

The Lau Center's technical assistance to Title IV-A (Indian Education) programs was initiated in 1977. Currently, federally funded programs are in Akron, Cleveland,

Columbus and Lorain. Primary activities for 1981 focused on coordination of programs, assistance with identification efforts and inservice workshops.

### Refugee Children Assistance Program

The Refugee Children Assistance Program began in 1977 with the passage of the Indochinese Refugee Children Assistance Act, Public Law 94-405. This act was a result of congressional intent to provide aid to the increasing number of Indochinese refugees fleeing from Vietnam, Cambodia and Laos after the fall of Saigon in 1975. The legislation provides funding to state educational agencies who, in turn, provide grants to local educational agencies who teach Indochinese refugee children. At the same time, teachers, tutors and building principals were to familiarize themselves with the general cultural background of the Indochinese. This "cultural awareness" training was necessary so that educators could better meet the needs of the children.

The funds provide supplementary education services to these children, including English language tutoring. The supplementary services assist in the transition of the children into the mainstream as soon as possible.

The Ohio Department of Education provides technical assistance to eligible districts in awareness training, ESL instruction, teacher and tutor inservice. The most recent survey of Ohio school districts revealed that there are 1,760 children eligible for this program.

Numerous activities related to personnel are performed by the Division of Personnel, Publications and Legal Services. These activities include interviewing applicants for vacant positions, implementing classifications and salary placement policies, approving requests for overtime and temporary help, processing payroll, providing employees with information about state laws and regulations governing state employment and employee benefits, and implementing affirmative action procedures.

The division coordinates the publication review process, mailing and distribution. It also assists school superintendents in interpretation of Ohio school law and coordinates the process related to the suspension and revocation of teaching certificates and the designation of attorneys to serve as hearing officers for hearings dealing with the termination of teaching contracts and the placement of handicapped children.

### Community Education

The Center for Community Education provides consultant services and technical assistance to school districts and communities. Specifically, assistance has been available in the following areas: development, administration and interpretation of community needs and resource assessments, training for advisory councils, alternative uses of facilities, school-community communications, and involvement of parents and nonparents in the school. Major benefits of community education are as follows:

- Community education promotes cost efficient use of community resources through coordinated efforts of agencies and organizations.
- It serves as a means for enhancing the public image of schools and other agencies by creating a partnership among the home, school and community.
- It serves as a mechanism for increased citizen involvement in local planning and decision-making.
- It encourages optimum use of school and other community facilities.
- It provides improved educational opportunities for all citizens of a community.

During 1980-81, the following achievements were realized:

- Procurement of $64,000 of federal funds and $3,000 from the C.S. Mott Foundation for state level community education activities.
- Procurement of a $5,000 mini-grant from the C.S. Mott Foundation to develop recommendations for training citizen groups.
- Establishment of a Family Life Education Development Center at Ohio University through a $60,000 grant from the C.S. Mott Foundation.
- Development of a three-year State Plan for Community Education which has been accepted by the State Board of Education.
- Production and dissemination of a quarterly newsletter, *The Facilitator*.
- Establishment of community education task forces in eight state associations and a statewide forum, "Managing in Decline."
- Development of a monograph, at the request of the U.S. Department of Education, regarding the community education task forces.
- Development of case studies of five community education districts for statewide dissemination.
- Consultation with more than 75 state and local agencies, organizations and institutions, and co-sponsorship of six workshops, four conferences, and more than 20 training sessions regarding community education.
- Refinement of a Regional Technical Assistance Network for community education, consisting of 61 trained community educators who provide technical assistance to school districts.
- Development of a slide-tape production about community education for use with groups from local school districts and communities.

### Environmental Education

The Office of Environmental Education is the present location for efforts that were started in 1939. That year the Ohio Department of Education and the Department of Natural Resources joined hands to provide consultant services in conservation and outdoor education to elementary and secondary teachers. Those efforts begun 42 years ago continue today. In addition to conservation education and outdoor education, teachers can receive assistance in teaching about population change, energy issues, marine and aquatic studies and a host of critical environmental issues that have an impact on the lives of elementary and secondary students every day.

The year 1969 marked the beginning of what is now the Division of Planning and Evaluation. Initially formed by the State Board of Education as the Division of Research, Planning and Development, the division was assigned the state responsibility for administering Title III of the Elementary and Secondary Education Act (ESEA) of 1965. Prior to 1969, the management of the federal grant program, which supported innovative educational research efforts, was a function of the U.S. Office of Education.

The Educational Amendments of 1974 consolidated Title III and other federal programs into a new Title IV. Part C of that title (Improvement in Local Educational Practices) incorporates the purposes of the old Title III and is presently administered by the Division of Planning and Evaluation. Title IV-C provides funds for teacher, unit, developmental and adoption grants awarded to Ohio school districts to strengthen the quality of elementary and secondary education for both public and nonpublic students.

Awarded to schools on a competitive proposal basis, Title III and Title IV-C grants have supported locally initiated projects and activities in 93.2% of Ohio school districts in all 88 counties since 1965. In 1981, $7.2 million was awarded to 372 districts to fund 909 projects which will be implemented during the 1981-82 school year. Of these grants, $1.4 million will support programs for handicapped children; 420 projects will address needs in the basic skills for these and other students.

### Teacher and Unit Grants

In addition to providing for direct student benefits, Title IV-C funds also support up-to-date inservice training and professional growth for teachers. Since 1976, with the initiation of the teacher and unit grant program, teachers and students in 489 school districts, 33 county offices of education and 21 joint vocational school districts have received mini-grants ranging from $2,000 to $5,000 for the improvement of classroom instruction.

### Developmental Grants

The highly competitive nature of the Developmental Grant Program has encouraged the development of quality programs to address critical statewide educational needs and priorities. During the past 15 years, the statewide impact of awarded developmental projects supported with Title III and IV-C grants has been evident in the following state and federal categorical programs:

Media Centers
Drug Education
Environmental Education
Educable Mentally Retarded Students
Student Rights and Responsibilities
Cafeteria Unified Purchasing
Gifted and Talented
Competency Programs in Basic Skills
Handicapped Students
Energy
Instructional Materials Exchange (IME)

### Adoption Grants

The adoption of proven educational practices with Title IV-C "seed money" has been a cost-effective means of improving local education practices. From 1974 through the 1980-81 school year, adoption grants have encouraged the replication of 38 successful model programs in 459 of Ohio's 615 school districts located in all 88 counties, and in 48 county offices of education and 26 joint vocational school districts.

The proven practices, originally developed in Ohio and other states, are adopted at an average one-time-only cost of approximately 10% of the initial development costs. Recent data indicate an 87% continuation rate of adopted projects after only one year of Title IV-C support.

### Facilitation Center

Further strengthening the cost-effectiveness of the adoption program, the division administers the state Facilitation Center. Funded by the U.S. Department of Education, the center provides information to school districts about nationally validated programs available through the National Diffusion Network (NDN), thereby facilitating the matching of local district needs with proven solutions.

The collaboration of the Facilitation Center and the Title IV-C program has enabled the division to offer adoption grants to improve educational practices in the areas of diagnostic testing, discipline, job-entry skills, underachievement, physical development and the basic skills.

## PROPERTY UTILIZATION

The State Agency for Property Utilization offers surplus equipment to all tax-supported divisions, and private, nonprofit, tax-exempt organizations in the areas of education, health and safety. The state agency is a self-supporting program that presents materials at a fraction of their market value.

With an inventory of over $6 million of federal surplus property, the agency offers a wide variety of items. This allows for cutting the cost of supplies and equipment for maintenance, offices, transportation, hospital rooms and classrooms. A few items are new, the majority of items are used.

The agency utilizes correctional schools for repairing of office equipment, engines and vehicles. Over $4 million of materials was donated by government surplus depots during 1980 at a cost of $355,000 to donees. Representatives of eligible organizations are encouraged to visit the distribution center.

## SCHOOL FINANCE

### Foundation Program Section

Ohio's first foundation program for state financial assistance to public schools was enacted into law in 1935. Since then, the law has been amended a number of times to increase the amount of state support but the basic principle of the formula of the original law remained in effect until October 1, 1956 (the year of the establishment of the State Board of Education). On that date, Amended Substitute Senate Bill No. 321 became effective.

A 1937 law prescribed a formula for distributing state funds on the basis of average daily attendance. Senate Bill No. 321 changed the method of distribution of funds to an "average daily membership" method.

The foundation program, which provides the basic state support to 615 school districts, 87 county boards of education, and 49 joint vocational schools, totaled in excess of $996 million in 1981. The allotment of funds received by each district is determined by the division using complex formulas legislated by the General Assembly to assure a basic level of financial support for all school districts. In fiscal year 1981, the division disbursed $1.9 billion in state funds.

### Field Services Section

This section was created to comply with a 1966 law that required public school districts to provide transportation for nonpublic school pupils. The State Board of Education was required to appoint coordinators of school transportation, designate coordinator service regions for administration of the new program, and adopt rules for implementation.

In April 1973, the "Governor's Service District Executive Order" stated in part that all state departments, boards, commissions, and agencies align their "administrative and planning areas so that they conform to the official service district." In compliance with the Governor's order, the field service regions were realigned and reduced in number. The regions then became known as areas. Due to the involvement with many programs, other than transportation, the title of "transportation coordinator" was changed to "area coordinator." The field offices provide a capability for direct assistance to school administrators that is only possible by personal contact from decentralized locations.

### Driver Education Section

Driver education began in 1936 and was offered in many schools by 1948. Courses of study and minimum standards were developed in 1944 and by the mid 1950s, over 50% of the schools offered the curriculum.

In 1968, new legislation established a subsidy of $30 per pupil for driver education. The State Superintendent of Public Instruction placed the responsibility to implement the driver education subsidy program with the Division of School Finance. Standards for the program were developed in 1969. Driver education was now required prior to the licensing of individuals 16 to 18 years of age.

In 1968, the Ohio Department of Education participated in the Governor's Highway Safety Program to receive federal moneys to enhance and expand the curriculum. Driver education standards were revised in 1972 to include federal program requirements and current curriculum guidelines.

In 1976, Ohio was one of the first states to use simulation and multimedia response systems in the curriculum. In 1978, Ohio was recognized nationally for the curriculum effort in developing 12 new curriculum guides which have subsequently been used in every state and 12 foreign countries. In 1977, standards were revised to incorporate current educational concepts and legislative requirements.

### Computer Services Section

With each session of the legislature, the work of the data processing personnel increased and a section was created to work directly with the staff of the division. The objectives of the section are to design, write and implement the systems required to assure prompt and accurate computation and distribution of the many state subsidies administered by the division.

The major accomplishments of the section include the implementation of the new systems mandated by law and the installation of computer terminals in the area coordinator offices.

### Fiscal Planning and Coordination Section

In April 1980, the Fiscal Planning and Coordination Section was established to administer department requests to the State Controlling Board, implement an audit-worthy computerized finance transaction register, conduct inservice programs and issue financial reports.

Requests to the State Controlling Board included the multimillion dollar monthly foundation payments to school districts, competitively bid state contracts in excess of $10,000, loans to school districts from the Emergency School Advancement Fund, and department grants to school districts, colleges and universities. The section works closely with state agencies, the Legislative Budget Office and the Office of Budget and Management to assure that all contracts generate the most productive use of taxpayers' dollars.

### Pupil Transportation Section

This section began in Ohio in 1892 in Kingsville Townsnip, Ashtabula County. The General Assembly first enacted a pupil transportation law in 1894, and the first statewide law authorizing pupil transportation was passed in 1898.

The transportation vehicles used in this early period were wagons drawn by horses. Pupil transportation has increased continuously. Rapid growth came with the development of the automobile and good roads. During the period of school district consolidation, pupil transportation again increased steadily.

During the 1941-42 school year, 6,800 school buses transported 290,000 pupils to school at a cost of $6,998,150. Twenty-five years ago, during the 1956-57 school year, 623,965 pupils were transported on 8,141 school buses, at a cost of $16,458,201. During the 1980-81 school year, 1,384,153 pupils were transported on 11,393 school buses at a cost of $166,994,396.

## SCHOOL FOOD SERVICE

The Division of School Food Service has provided consultant and technical assistance and reimbursement to public schools for school lunch programs since the passage of the National School Lunch Act of 1946. The number of schools participating and the types of food service programs have grown over the years to the extent that virtually all children in public schools have access to the federally funded school lunch and milk programs.

Prior to January 1, 1977, state law permitted schools to provide a food service for children. After this date, state law required public schools to have breakfast and lunch programs if one-third of the children enrolled in a school were eligible for free meals, or a majority were eligible for free and reduced-price meals. Because of state legislation in 1978, the Division of School Food Service extended services to nonpublic schools under the National School Lunch, School Breakfast and Special Milk Programs; to nonresidential child care centers for breakfast, lunch, supper and snack food services under the Child Care Food Program; to summer camps and other public and nonpublic summer sponsors of food service under the Summer Food Service Program for Children; and to schools, charitable institutions and disaster relief agencies under the Government Donated Food Program.

During school year 1980-81, the division provided

services to 2,041 public school districts, nonpublic schools and institutions. There were 192,808,773 lunches and 23,879,037 breakfasts served in schools for an average of 1,10[illegible],764 lunches and 136,452 breakfasts per day. In addition, 103,992,866 extra half-pints of milk were provided free or at a low cost.

Schools and residential institutions received $114,853,756 in reimbursement from federal and state funds to provide meals and milk free or at a low cost. Government-donated food with a value of $39,253,077 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available through 337 sponsors serving a daily average of 61,124 children in 2,303 child care centers and homes. Federal funds in the amount of $10,360,377 were reimbursed to sponsors for breakfasts, lunches, dinners and between meal supplements served to children.

During the summer of 1980, the Summer Food Service Program for Children provided reimbursement for breakfasts, lunches, dinners and supplements served to children by public and private nonprofit sponsors. During the 1980 summer months, a daily average of 36,674 children received free meals at 590 sites across the state. A total of $2,328,217 in federal funds was reimbursed to 95 sponsors of the program at camps, playgrounds, schools and other sites serving children during the summer.

## SCHOOL MANAGEMENT ASSISTANCE

The Office of School Management Assistance was created by an act of the General Assembly in 1978. Its mission is to administer state loans to school districts, monitor spending plans, provide technical services in financial management and conduct inservice programs for school district officials.

Throughout the year, 10 consultants spent a total of 464 days in field visits to school districts, an important step in obtaining and verifying data. Conferences with school officials and reporting to boards of education in open meetings represent the assistance available to local districts.

During 1980-81, the office engaged in 119 projects at the request of school districts. Eighty-two of these projects provided technical services, with 34 districts requesting a financial and staffing analysis of the school district's operation.

State loan studies were conducted for 37 districts. Those studies resulted in 30 districts being approved for loans, totaling $31,256,698 from the Emergency School Advancement Fund.

From the technical services and analyses performed, there have been 518 recommendations made to school districts which will effect an improvement in procedures for planning and operations.

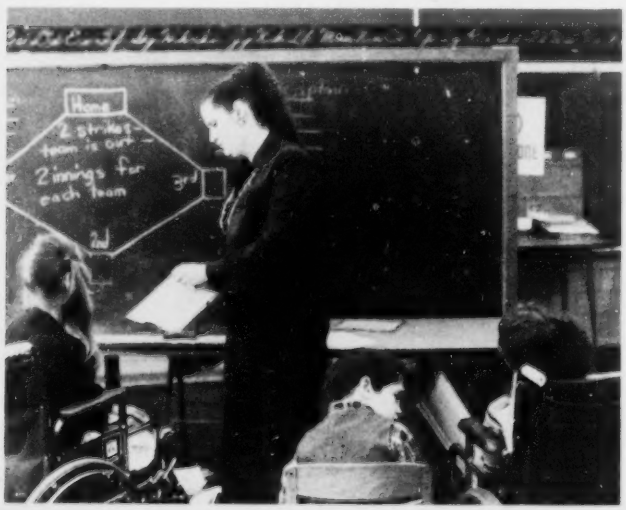
The office provided inservice training for school officials through a series of seminars: 12 were on budgeting and appropriating, one on school finance for county superintendents, and three on closing school buildings because of declining enrollment.

The history of educational programs for handicapped children in Ohio began in 1829 when the Ohio General Assembly authorized the construction of a residential school for deaf children. Public school programs for handicapped children were first authorized in 1896. In 1919, comprehensive programs for the education of deaf, blind and crippled children were authorized. This legislation encouraged local school districts to provide educational programs, boarding homes, transportation and individual instruction for children three years of age and older.

In 1945, a major revision of Ohio's special education law expanded programs in the public schools to include the educable retarded, speech handicapped, and other children whose learning was interrupted or impaired by physical or mental handicaps. In 1956, Ohio's special education program in the public schools was incorporated into the basic school foundation formula.

The current educational program for the handicapped was built on the legislative authorization of 1945 and the funding mechanism established in 1956. In 1970, Ohio published the first comprehensive state plan in the nation for the education of all handicapped children. In response to the passage of federal mandates in 1975, the Ohio General Assembly passed the first comprehensive legislation in the nation authorizing the implementation of federal mandates on behalf of handicapped children.

Federal regulations require school districts to provide a free appropriate public education for all handicapped children ages five through 21, according to Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973.




The Ohio Department of Education is responsible for assuring that all school districts and other educational agencies in the state meet the requirements of federal and state law and regulations.

To assist school districts in meeting the requirements of state and federal law, the Ohio General Assembly appropriated $233 million for the support of special education in local school districts for the 1980-81 school year. Nearly $29 million in federal funds was allocated to school districts for the 1980-81 school year.

Handicapping conditions for which special education programs are provided by local school districts include hearing impaired, crippled and other health impaired, visually impaired, severe and multiple impairments, learning and behavioral disabilities, severe behavior handicapped, mentally retarded and speech handicapped.

In the 1980-81 school year, 208,040 handicapped children were served by the public schools of Ohio, institutions operated by other state agencies and the county boards of mental retardation, an increase of 6,487 children over the 1979-80 school year. There were 11,189 special education units in operation in the public schools and state institutions during the 1980-81 school year; of these, 463 were new units.

Federal and state legislation requires school districts to locate, identify and evaluate every handicapped child under 21 years of age residing in the district. To assist school districts in meeting this requirement, the Ohio Department of Education funds 16 Identification and Program Development projects as part of the statewide network of Special Education Regional Resource Centers. These projects assist in the development of identification procedures and in planning for multidistrict programs to enable school districts to provide services for every handicapped child. The 16 Educational Assessment Projects are also operated as part of the SERRC network to assist school districts in the evaluation of referred handicapped children. These projects provide assessment services to over 3,000 children annually and participate in IEP conferences for nearly 5,000 children.

The third component of the SERRC network provides inservice training and information on promising practices to educators and parents throughout Ohio. Over 12,000 parents receive services annually from the Instructional Resource Centers. In addition, the IRC network disseminates instructional materials and other information to educators throughout the state. Through an extensive system of inservice training developed and managed by the IRC network, over 250,000 people participate in one or more inservice opportunities.

During the 1980-81 school year, the department has

continued to work on the development of new rules for the operation of educational programs for handicapped children. New initiatives include expanded vocational education opportunities, improved opportunities in physical education and the arts and more efficient and cost-effective transportation for handicapped children.

The Ohio Department of Education also works closely with the Deans' Task Force for the Education of the Handicapped. This task force is charged with the responsibility of coordinating the efforts of private and public institutions of higher education in both the preservice and inservice preparation of educators for handicapped children.

The State Superintendent's Advisory Council for Special Education continues to provide advice and counsel to the State Superintendent of Public Instruction and the Ohio Department of Education on the expansion and improvement of educational services for handicapped children.

Ohio has a history of providing service for gifted and talented children since the late 1950s when funds were allocated by the General Assembly from 1959-63 to support model programs in local school districts. A re-emergence of national and state interest and support for gifted programs in the early 1970s culminated in 1975 in the provision of a state plan for the education of gifted children in Ohio, state standards approved by the State Board, and a $200,000 appropriation by the General Assembly for the 1975-77 biennium. These funds were allocated to 13 local school districts based upon priorities which included demonstration of local prior commitment to gifted and talented children, comprehensive support services, provision of a proposal with measurable objectives, and the assignment of qualified personnel. A concerted effort was made to support programs in urban, suburban and rural settings. Since 1975, the biennial appropriation has grown to $4,675,000, expanding services to more school districts.

## TEACHER EDUCATION AND CERTIFICATION

Ohioans have long been aware of the need for quality teachers. As early as 1820, district committees were formed to evaluate teachers, and in 1825 the first certification law for teachers was passed in Ohio. The Department of Education was granted legal authority to issue all teacher certificates in 1935. The Division of Teacher Training came into existence in 1936, and in 1958, recognition of the importance of aligning certification and teacher preparation resulted in creation of the Division of Teacher Education and Certification.

This division is charged with ensuring that all colleges and universities are in compliance with State Board standards and courses of study for the preparation of teachers. Division personnel have responsibility for conducting on-campus evaluations of institutions desiring to prepare teachers, supervising the approval process for institutions that maintain satisfactory training procedures and certifying graduates of such approved colleges and universities.

More than 110,000 certificates are processed in the division annually. Division personnel are in contact with approximately 650 persons daily, whether by phone, written correspondence or face-to-face interview.

New standards for teacher education programs were adopted by the State Board of Education in 1974 and became effective July 1, 1980. Colleges and universities engaged in six years of study, preparation and curriculum development to meet the requirements set forth in the new *Standards for Colleges or Universities Preparing Teachers.*

On-campus evaluations to assess compliance with the new standards began in October 1980. Ten teacher education institutions were evaluated during 1980-81 and another ten will be reviewed during 1981-82. All of Ohio's 48 teacher preparation institutions will be evaluated by the conclusion of the 1984-85 academic year. Evaluations are required at least once in every five-year period. Evaluation teams, trained by division personnel, are representative of the education profession, teacher education students and interested citizens.

Because of the requirements within the new standards, new teachers can be expected to possess sound professional knowledge of the learning process, competence in clinical diagnostic/prescriptive methodology, and the ability to work effectively with young people from different ethnic environments. In addition, new teachers will be prepared to work in a variety of school settings, teach reading as it pertains to their subject area, deal with behavior problems, select and prepare educational media, and analyze their own teaching skills.

## URBAN EDUCATION

On February 5, 1968, the State Board of Education officially opened the Office of Urban Education as the unit within the Department of Education to oversee the operation of the Disadvantaged Pupil Program Fund. The office has the following responsibilities with regard to DPPF:

1. To review and recommend program proposals for funding;
2. To provide consultative services to participating districts;
3. To maintain fiscal and program records and reports;
4. To establish evaluative criteria.

Senate Bill 350 established criteria for school district eligibility for receiving the Disadvantaged Pupil Program Fund. For a district to be eligible, at least 100 students or five percent of a district's enrollment had to come from families receiving Aid to Dependent Children payments. Legislation passed in 1977 lowered the district eligibility figure to 50 resident ADC pupils. This accounts for the change from 131 districts in FY 1971 to 259 districts in FY 1972.

The total allocation for DPPF is nine times greater in FY 1981 than in FY 1968. The original allocation was $4.3 million; in FY 1981, this allocation was over $38.5 million. In 1968, the per pupil allocation was for $42; today, the per pupil allocation has increased to $187.

At the inception of DPPF there were only 131 school districts in the state that were eligible to participate in this program. Today, there are 431 school districts.

In 1977, legislation established the urban demonstration projects. Under this legislation, the State Superintendent of Public Instruction was directed to accept proposals from district boards of education for establishing one project within a school attendance area encompassing a high school and its feeder elementary and junior high schools.

The purpose of the urban demonstration project is to combine rehabilitative, preventive and developmental programs into a coordinated program for disadvantaged students. Since 1977, the urban demonstration projects have constantly refined their programs to the point where they may be replicated in other school districts.

Key urban demonstration project goals established by school districts were to improve student achievement, to increase student motivation, to improve student knowledge of community resources, to maintain fiscal solvency and to improve curriculum.

## VOCATIONAL EDUCATION

Throughout America in the late 1800s, manual training schools were most often private institutions. In Ohio, some public support came from local boards of education but many of the institutions themselves were under private control. As the need for vocational training increased, city after city established public vocational schools.

Cincinnati's manual training schools, dating from the mechanics' institute in 1828 to the public evening schools for workers established in 1840, were among the earliest in Ohio and in the nation. Other major cities made similar efforts at this time to meet the needs of industry for trained personnel.

It was the Tuttle Bill in 1907 which gave school boards the power to establish manual training and commercial departments in connection with the public school system. Passage of the federal Smith-Hughes Act in February, 1917, laid a firm foundation for vocational education. The Ohio House and Senate approved the act and passed the Ohio Acceptance Act on March 30, 1917. Governor James M. Cox, in accordance with the provisions of Smith-Hughes Act, appointed a State Board of Vocational Education. The members were charged with studying the new law and the state's needs and, on the basis of their findings, formulating a workable state plan for administration of the Smith-Hughes Act.

The George-Dean Act, which expanded vocational education funding to include distributive education as a major vocational field, was passed by Congress in 1936. The George-Dean Act of 1936 was superseded by the George-Barton Act of 1946, which further expanded federal funding of vocational education.

Fiscal year 1956, the first year in which the State Board of Education as known today functioned, saw a vast vocational education expansion. A total of $2,227,593 of federal and state funds was expended for vocational education during the year—$1,118,630 from the George-Bardon Act, $358,963 from the Smith-Hughes Act, and $750,000 from state funds. Enrollment in vocational education was 33,950 at the secondary level.

In 1963, the federal vocational education amendments provided some funds to assist in the construction and equipping of facilities. The Ohio Department of Education began working with school districts throughout the state to help bring about jointly operated vocational schools.

Additional federal funds made available through the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, along with funds from the Ohio legislature and State Board of Education leadership, have assisted vocational education growth substantially.

In 1969, the Ohio legislature mandated that "each school district shall establish and maintain a vocational education program adequate to prepare a pupil enrolled therein for an occupation which program shall meet standards adopted by the State Board of Education no later than April 1, 1970." One hundred and five vocational education planning districts were approved by the State Board of Education. At the present time, there are 103 planning districts.

The standards adopted by the State Board of Education required that all districts have a means of serving 40% of the 11th and 12th grade enrollment by September 1, 1974, and that at least 12 different occupational areas and 20 classes, of which no more than four shall be cooperative education, shall be available. With the opening of schools this fall, it is estimated that over 98% of the secondary school population has access to vocational education programs meeting state standards.

As vocational education grew, vocational youth organizations grew. The Future Farmers of America (FFA) was founded in 1928. In 1944, one of the first Distributive Education Clubs of America (DECA) was established in Zanesville, Ohio. The Future Homemakers of America (FHA) was organized in 1945 and expanded to include job related programs in 1971, at which time it became known as Future Homemakers of America and Home Economics Related Occupations (FHA/HERO). In 1965, through the leadership of the Ohio Trade and Industrial Education Service, the Vocational Industrial Clubs (VIC), as they were known in Ohio, became the Vocational Industrial Clubs of America (VICA). The following year, 1966, the Ohio Office Education Association (OOEA) was founded.

These youth organizations provide opportunities for vocational students to develop leadership and organizational skills. Competitive activities, as well as elected officers at the local, regional and national levels, are always well represented by Ohio students. VICA, for example, has expanded its skill competition to an international contest.

Other activities which have led to the vocational education growth in Ohio include:

1956—Unit funding was included in the new foundation program.
1957—The first area school in Ohio opened (Pike County).
1965—The first joint vocational schools opened (Penta County JVS and Lake County JVS).
1966—State legislature enacted the law requiring high school age youth to have vocational education before they are permitted to drop out.
1973—State Board of Education received authorization to assign school districts to meet standards.
1980—Board revised law of assignment to permit a local vote by referendum.
1980—A major study of Basic Skills for comparing vocational and non-vocational education students was initiated.
1981—An inservice conference on the Ohio Vocational Achievement Test Program was held.

The State School for the Blind completed its 143rd session in June 1981. The school enrolled 122 students; 17 seniors were graduated.

Instructional programs are available to blind and visually impaired and deaf-blind children between the ages of five and 21. The programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education. The school also is accredited by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired.

A comprehensive program of special services are available to the children, including orientation and mobility, music, health, physical education, vocational education and psychological counseling.

The school's accomplishments in 1981 included:

52 multifactored assessments provided for visually impaired and deaf-blind youth referred by Ohio school districts;

Placement in the school and services to 134 blind and deaf-blind youth;

Diagnostic evaluations for approximately 88 students at The Ohio State University Optometry Low Vision Clinic;

Extracurricular activities for the students, including track and field, wrestling, cheerleading, swimming, forensics and the publication of the student school magazine titled *The Cardinal;*

A cooperative arrangement continues with Columbus Public Schools allowing selected students to attend classes at Whetstone High School for a part of their school day and for certain visually impaired students enrolled in Whetstone to attend the Ohio State School for the Blind vocational classes for a portion of their day.

The Ohio School for the Deaf first opened its doors on October 16, 1829, and three pupils were enrolled. The enrollment for the 1980-81 school year was 223. Over 12,778 pupils have been educated at the school since its beginning.

Within the past few years four work-study sections have been added and two OWA (Occupational Work Adjustment) classes. The vocational department has been enlarged with 42 offerings in various areas. It has been necessary to adapt, refine and individualize the curricular format and materials to meet the needs of the changing enrollment.

This year a behavior committee was initiated to assist in defining the role of discipline at the school. An outgrowth of this committee was a newly revised student handbook which was shared witn parents and students and has proved most helpful to staff and students. The I.S.S. (In-School Suspension) program has been expanded to include cottage offenses, and the hours were expanded to carry over into the evening recreation time.

The Total Communication Committee worked with a faculty coordinator to provide inservice training in various communication modes used by the hearing impaired.

## ENROLLMENT

**Total Public School Enrollment**

| Year | Enrollment |
|---|---|
| 1976-77 | 2,244,564 |
| 1977-78 | 2,177,221 |
| 1978-79 | 2,097,669 |
| 1979-80 | 2,020,154 |
| 1980-81 | 1,957,390 |

**Public High School Graduates**

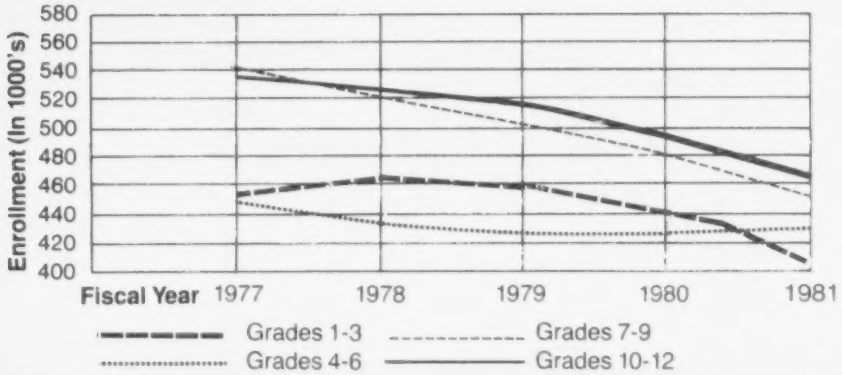
| Year | Total Graduates |
|---|---|
| 1977 | 159,295 |
| 1978 | 154,818 |
| 1979 | 153,313 |
| 1980 | 146,828 |
| 1981 | 142,000* |

*Estimate

**Enrollment By Grades 1980-81**

| Grade | Enrollment |
|---|---|
| 1 | 135,190 |
| 2 | 130,147 |
| 3 | 135,644 |
| 4 | 147,262 |
| 5 | 144,866 |
| 6 | 139,391 |
| 7 | 143,158 |
| 8 | 144,234 |
| Total 1-8 | 1,119,892 |
| 9 | 158,822 |
| 10 | 160,460 |
| 11 | 157,042 |
| 12 | 146,289 |
| Total 9-12 | 602,613 |
| Total 1-12 | 1,722,505 |
| Kindergarten | 135,807 |
| Unclassified | 76,845 |
| Grand Total | 1,955,157 |

**Enrollment By Grade Level**



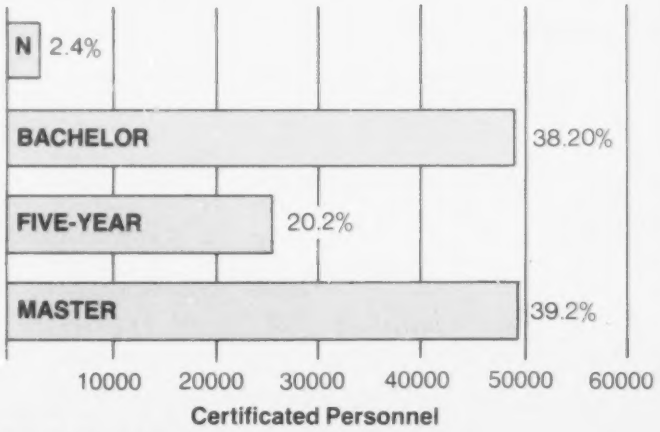

## STAFF

**Pupil/Teacher Ratio**

| Year | Enrollment | Full-Time Teachers | Ratio |
|---|---|---|---|
| 1977 | 2,244,564 | 104,669 | 21.4 |
| 1978 | 2,177,221 | 104,355 | 20.9 |
| 1979 | 2,097,669 | 102,645* | 20.4 |
| 1980 | 2,020,154 | 101,481* | 19.9 |
| 1981 | 1,955,157 | 100,526* | 19.4 |

*Full Time Equivalent

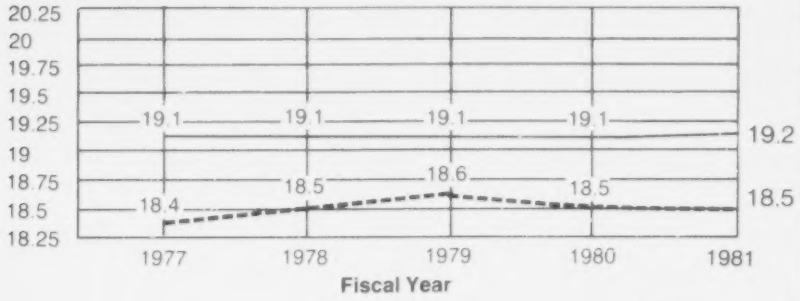
**Degree Status in Ohio—1981**



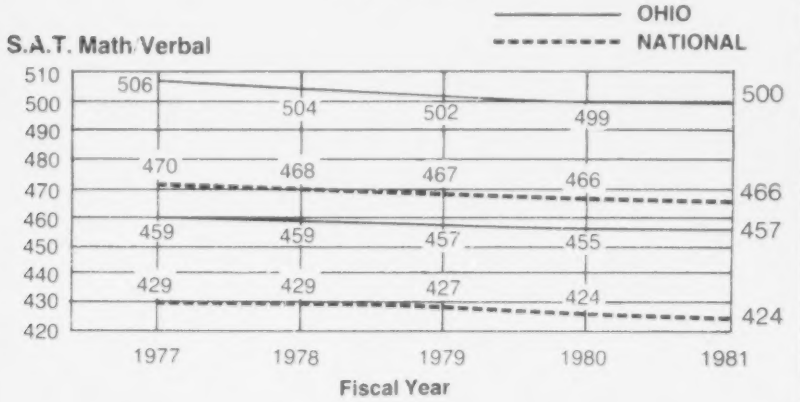

N = NON-DEGREE

## TEST SCORES

### A.C.T. Composite




### S.A.T. Math/Verbal




**Ohio Survey Test Results**

| | 1980 mean raw score n = 20,000 per grade | 1981 mean raw score n = 20,000 per grade |
|---|---|---|
| 4th Grade | | |
| Reading | 41.4 | 42.0 |
| English | 29.3 | 29.5 |
| Arithmetic | 26.8 | 26.7 |
| 6th Grade | | |
| Reading | 47.1 | 48.4 |
| English | 32.5 | 33.5 |
| Arithmetic | 26.4 | 27.0 |
| 8th Grade | | |
| Reading | 50.2 | 50.6 |
| English | 33.9 | 34.2 |
| Arithmetic | 25.1 | 25.3 |
| 10th Grade | | |
| Reading | 52.1 | 52.6 |
| English | 33.1 | 33.4 |
| Arithmetic | 25.8 | 26.0 |

n = approximate number of test takers

## SCHOOL DISTRICTS

**Number Of Public School Districts**

| Year | City | Exempted Village | Local | Total |
|---|---|---|---|---|
| 1977 | 185 | 49 | 382 | 616 |
| 1978 | 186 | 49 | 381 | 616 |
| 1979 | 187 | 49 | 379 | 615 |
| 1980 | 188 | 49 | 378 | 615 |
| 1981 | 189 | 49 | 377 | 615 |
| 1982 | 190 | 49 | 376 | 615 |

## DISADVANTAGED PUPIL PROGRAM

**Disadvantaged Pupils Program Funds**

| | Expenditures | Number of Programs |
|---|---|---|
| 1977 | $32,620,072.47 | 819 |
| 1978 | 30,789,515.77 | 778 |
| 1979 | 33,688,176.16 | 748 |
| 1980 | 36,947,449.98 | 774 |
| 1981 | 41,397,980.49* | 782 |

*Estimate

## FINANCE

### Revenue By Source

| | Local Revenue | (%) | Total State Support | (%) | Federal Support | (%) |
|---|---|---|---|---|---|---|
| FY 81 | $1,934,565,198 | (46.6) | $1,911,304,578* | (46.0) | $307,130,224 | (7.4) |
| FY 80 | $1,824,797,305 | (45.1) | $1,883,910,815* | (46.8) | $312,509,927 | (7.2) |

*Includes Homestead and Rollback Exemptions

### Average Expenditure Per Pupil

| Year | City | Exempted Village | Local | State | Increase Over Previous Years Amount | % |
|---|---|---|---|---|---|---|
| 1975-76 | $1,272.88 | $1,037.60 | $1,021.91 | $1,205.11 | $126.21 | 11.7 |
| 1976-77 | 1,392.72 | 1,134.30 | 1,115.96 | 1,321.33 | 116.22 | 9.6 |
| 1977-78 | 1,538.47 | 1,249.67 | 1,225.95 | 1,457.61 | 136.28 | 10.3 |
| 1978-79 | 1,724.10 | 1,403.03 | 1,394.84 | 1,643.64 | 186.03 | 12.8 |
| 1979-80 | 1,963.74 | 1,615.68 | 1,609.75 | 1,882.35 | 238.71 | 14.6 |

### Ohio School Districts Total Property Valuation, Valuation Per Pupil, State Average Millage And Local Revenue Generated

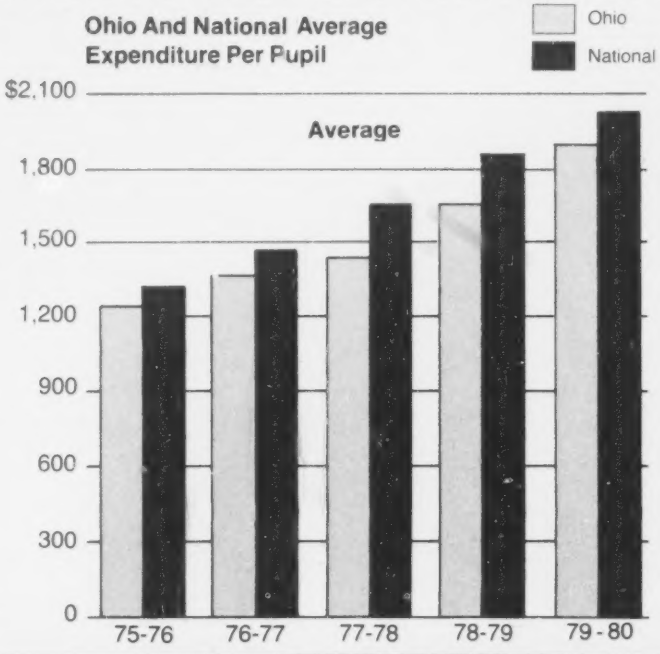
| FY | Property Valuation (SF-12 Calculation) | Valuation Per Pupil | State Average Assessed Millage For Operation |
|---|---|---|---|
| 1977 | $54,063,082,278 | $24,062 | $27.91 |
| 1978 | 60,325,801,248 | 30,416 | 28.82 |
| 1979 | 62,329,077,837 | 32,526 | 30.47 |
| 1980 | 69,375,017,275 | 34,258 | 31.18 |
| 1981 | 76,745,986,624 | 39,130 | 32.05 |

### SF-12 Calculation 1977-81

| | | | |
|---|---|---|---|
| 1977 | $641,728,577 | $289,753,088 | $922,733,379 |
| 1978 | 704,776,368 | 321,258,442 | 1,014,206,155 |
| 1979 | 865,721,772 | 362,397,047 | 1,215,212,279 |
| 1980 | 969,275,022 | 438,031,409 | 1,407,306,071 |
| 1981* | 941,363,395 | 457,661,871 | 1,399,025,266 |

*At 96.4% Level

### Ohio And National Average Expenditure Per Pupil



## SPECIAL EDUCATION

**Handicapped Children Receiving Full Services**
**As Of December 1980**

| Major Handicap | Placement Option | Ages 0-2 | Ages 3-4 | Ages 5-21 | Total |
|---|---|---|---|---|---|
| Hearing Impaired | Program | 61 | 220 | 2,054 | 2,335 |
| | Tutoring | 2 | 0 | 236 | 238 |
| Crippled | Program | 18 | 96 | 1,854 | 1,968 |
| | Home Inst. | 1 | 2 | 1,442 | 1,445 |
| Visually Impaired | Program | 10 | 32 | 683 | 725 |
| | Tutoring | 2 | 3 | 177 | 182 |
| Severe and/or Multiple Impairments | Deaf/Blind | 1 | 3 | 74 | 78 |
| | Other (incl. Autistic) | 7 | 102 | 1,894 | 2,003 |
| Learning & Behavioral Handicaps | Program | 0 | 40 | 44,143 | 44,453 |
| | Tutoring | 0 | 0 | 22,443 | 22,443 |
| Severe Behavioral Handicaps | Program | 1 | 17 | 4,664 | 4,682 |
| | Home Inst. | 0 | 0 | 233 | 233 |
| Educable Mentally Retarded | Program | 0 | 57 | 50,205 | 50,262 |
| Speech, Lang., and/or Hearing Handicaps | Only Speech | 15 | 287 | 63,446 | 63,768 |
| | Duplicated Spch. | (47) | (256) | (17,118) | (17,421) |
| County Board MR Programs | Program | 352 | 663 | 10,076 | 11,091 |
| | Home Based | 229 | 87 | 245 | 561 |
| State School for the Blind | Program | 0 | 0 | 121 | 121 |
| Ohio School for the Deaf | Program | 0 | 0 | 186 | 186 |
| MH/MR Institutions** | | 0 | 0 | 885 | 885 |
| Ohio Youth Commission** | | 0 | 0 | 381 | 381 |
| TOTAL | | 699 | 1,609 | 205,732 | 208,040 |

**Data obtained from Ohio Department of Mental Health and Mental Retardation and the Ohio Youth Commission.

## SPECIAL EDUCATION

**Special Education Programs 1980-81**

| Type of Program | Units | Districts* | Enrollment |
|---|---|---|---|
| Hearing Impaired | 367.9 | 48 | 2335 |
| Crippled | 336.4 | 48 | 1968 |
| Visually Impaired | 100.6 | 34 | 725 |
| Severe/Multiple Impairments | 335.1 | 101 | 2081 |
| Learning/Behavioral Disabilities | 3253.7 | 605 | 44,453 |
| Severe Behavioral Handicaps | 748.7 | 135 | 4682 |
| Educable Mentally Retarded | 4045.6 | 620 | 50,262 |
| Speech, Lang. & Hearing Services | 957.4 | 479 | 63,768 |
| School Psych. Services | 818.0 | 327 | |
| | 226.0 | (29 State Inst.) | 1266 |
| Total | 11,189.4 | | |

*These figures include cities, exempted villages, locals, county boards and joint vocational schools.

**State Expenditures For Transportation And Individual Services To Handicapped Children**

| School Year | State Expenditures |
|---|---|
| 1976-77 | $11,808,179.61 |
| 1977-78 | 13,801,919.15 |
| 1978-79 | 15,837,267.77 |
| 1979-80 | 19,005,855.53 |
| 1980-81 | 23,187,342.00* |

*Estimate

## VOCATIONAL EDUCATION

**Vocational Education Secondary Enrollment**

| Year | Agriculture | Business & Office | Distributive | Home Economics | Trade & Industrial | Total |
|---|---|---|---|---|---|---|
| 1976-77 | 24,114 | 30,612 | 21,339 | 129,972 | 66,338 | 272,375 |
| 1977-78 | 23,974 | 29,717 | 21,837 | 122,496 | 69,573 | 267,597 |
| 1978-79 | 23,650 | 28,658 | 21,486 | 130,199 | 69,441 | 274,234 |
| 1979-80 | 22,683 | 27,462 | 21,203 | 125,159 | 68,304 | 264,811 |
| 1980-81(a) | 21,179 | 26,020 | 19,124 | 103,827 | 63,236 | 233,386 |
| Percent of Total | | | | | | |
| 1979-80 | 8.6% | 10.4% | 8.0% | 47.2% | 25.8% | 100.00% |
| 1980-81 | 9.1% | 11.2% | 8.2% | 44.4% | 27.1% | 100.00% |

(a) FY81 State Board Report Secondary Opening Membership Units

**Vocational Adult Enrollment**

| Year | Agriculture | Business & Office | Distributive | Home Economics | Trade & Industrial | Total |
|---|---|---|---|---|---|---|
| 1976-77 | 17,321 | 25,560 | 46,839 | 36,782 | 104,156 | 230,658 |
| 1977-78 | 18,200 | 28,448 | 37,111 | 46,508 | 114,731 | 244,998 |
| 1978-79 | 20,771 | 29,764 | 42,400 | 42,750 | 110,488 | 255,173 |
| 1979-80 | 21,354 | 31,763 | 67,841 | 47,762 | 128,081 | 296,301 |
| 1980-81 | 22,064* | 32,789* | 70,175* | 49,337* | 132,078* | 306,443* |
| Percent of Total | | | | | | |
| 1980-81 | 7.2% | 10.7% | 22.9% | 16.1% | 43.1% | 100.00% |

*Estimate

**Total Vocational Education Enrollment**

| Year | Secondary | Adult | Career Education | Grand Total |
|---|---|---|---|---|
| 1976-77 | 272,375 | 230,658 | 171,993 | 675,026 |
| 1977-78 | 267,597 | 244,998 | 283,917 | 796,512 |
| 1978-79 | 274,234 | 255,173 | 287,490 | 816,897 |
| 1979-80 | 264,811 | 296,801 | 412,610 | 974,222 |
| 1980-81 | 233,386* | 306,443* | 520,014* | 1,059,843* |

*Estimate

**State Expenditure For Secondary Vocational Education**

| Year | Expenditure |
|---|---|
| 1977 | $123,820,119 |
| 1978 | 138,307,999 |
| 1979 | 144,031,561 |
| 1980 | 177,893,000 |
| 1981 | 180,799,749* |

*Estimate

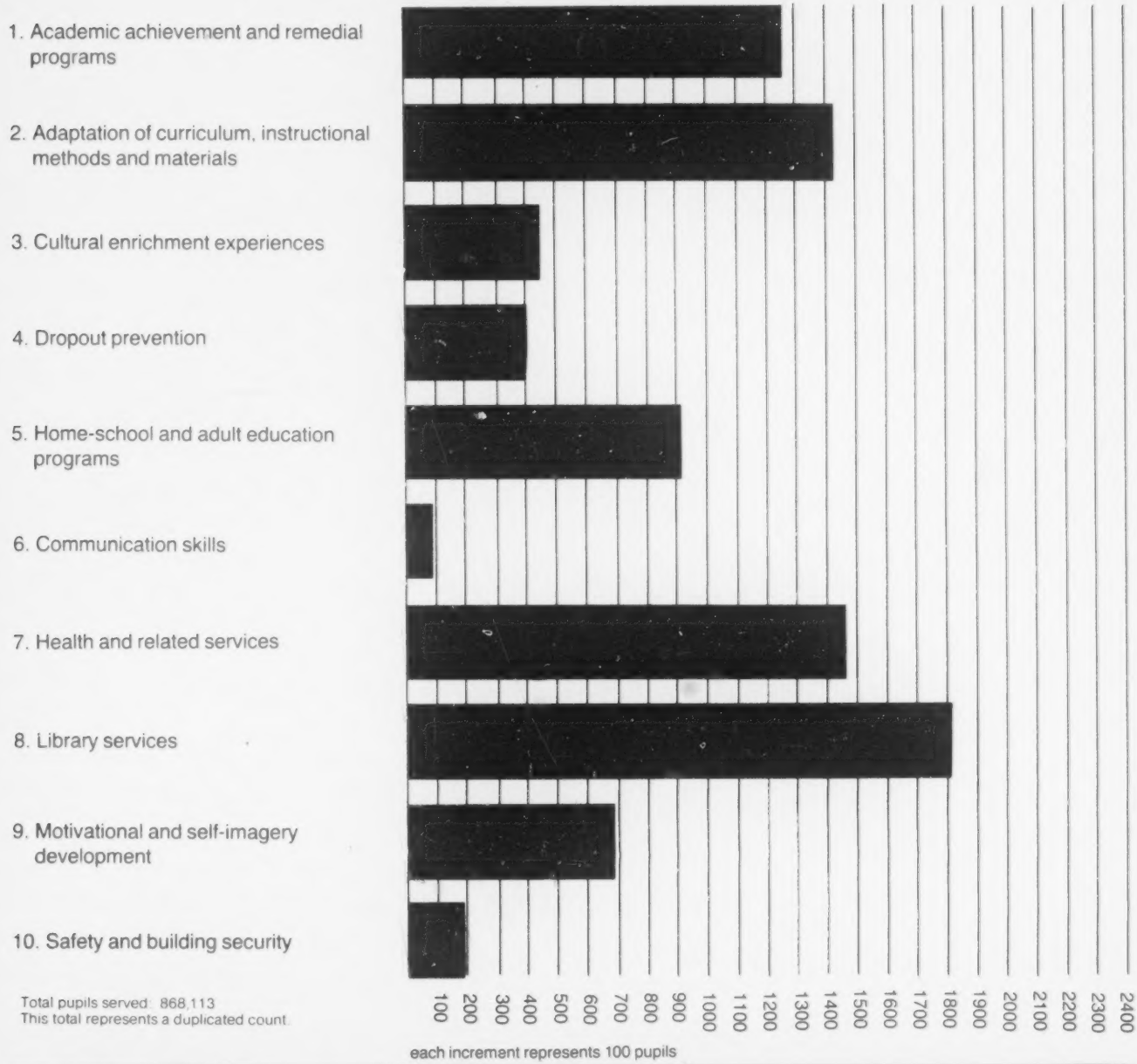
**VOCATIONAL CONSTRUCTION FUNDS 1981**
**SOURCE OF FUNDS**

| PROJECT | Appalachia | State | Federal | Local |
|---|---|---|---|---|
| Gallia Jackson Vinton JVS ..... | $250,000.00 | $425,000.00 | $00.00 | $514,285.00 |
| TOTAL ..... | $250,000.00 | $425,000.00 | $00.00 | $514,285.00 |

## DISADVANTAGED PUPIL PROGRAM

**Ohio Department Of Education Disadvantaged Pupil Program Funds**

Students served in DPPF 1980-81 school year


1. Academic achievement and remedial programs
2. Adaptation of curriculum, instructional methods and materials
3. Cultural enrichment experiences
4. Dropout prevention
5. Home-school and adult education programs
6. Communication skills
7. Health and related services
8. Library services
9. Motivational and self-imagery development
10. Safety and building security
100 200 300 400 500 600 700 800 900 1000 1100 1200 1300 1400 1500 1600 1700 1800 1900 2000 2100 2200 2300 2400
each increment represents 100 pupils

Total pupils served: 868,113
This total represents a duplicated count.

## FEDERAL ASSISTANCE

### Title I Programs For Disadvantaged Pupils Percent Of Participants By Grades

| Year | Participants | % Preschool and Kindergarten | % Grades 1-3 | Grades 4-6 | % Grades 7-12 |
|---|---|---|---|---|---|
| 1977 | 125,044 | 10 | 54 | 32 | 4 |
| 1978 | 126,216 | 10 | 57 | 29 | 4 |
| 1979 | 130,266 | 10 | 61 | 25 | 4 |
| 1980 | 146,155 | 8 | 55 | 31 | 6 |
| 1981 | 140,635* | 8* | 55* | 31* | 6* |

*Estimate

### Title I Programs For Disadvantaged Pupils District Participation And Funds Available

| Year | Districts Participating | Funds |
|---|---|---|
| 1977 | 599 | $51,107,975 |
| 1978 | 599 | 57,263,893 |
| 1979 | 602 | 71,843,792 |
| 1980 | 603 | 84,609,916 |
| 1981 | 602 | 83,244,360 |

### Title I Programs For Migrant Children

| Year | Districts Participating | Children | Funds |
|---|---|---|---|
| 1977 | 30 | 5,791 | $1,489,974 |
| 1978 | 31 | 5,078 | 1,494,770 |
| 1979 | 28 | 3,872 | 1,488,656 |
| 1980 | 29 | 3,203 | 1,712,154 |
| 1981 | 27 | 2,600* | 1,712,154 |

*Estimate

### Title I Programs For Handicapped Children In State-Operated Schools

| Year | Participants | Funds |
|---|---|---|
| 1977 | 7,140 | $5,560,236 |
| 1978 | 7,960 | 6,175,712 |
| 1979 | 7,357 | 6,788,169 |
| 1980 | 6,731 | 7,331,154 |
| 1981 | 5,654* | 6,993,946 |

*Estimate

### Title I Programs For Neglected And Delinquent Children In State-Operated Schools

| Year | Participants | Funds |
|---|---|---|
| 1977 | 1,689 | $1,016,371 |
| 1978 | 1,396 | 1,184,262 |
| 1979 | 2,231 | 1,205,061 |
| 1980 | 1,369 | 1,370,301 |
| 1981 | 1,183* | 1,244,552 |

*Estimate

### Adult Basic Education Programs

| Year | Programs Funded | Enrollment | Federal Funds | State Funds | Local Funds | Total |
|---|---|---|---|---|---|---|
| 1977 | 114 | 34,361 | $3,144,017 | $451,050 | $604,176 | $4,199,243 |
| 1978 | 119 | 38,341 | 3,761,368 | 930,000 | 723,620 | 5,414,988 |
| 1979 | 120 | 41,137 | 4,271,088 | 930,000 | 723,798 | 5,924,886 |
| 1980 | 130 | 50,056 | 4,538,211 | 1,100,000 | 730,450 | 6,368,668 |
| 1981 | 130 | 52,100* | 4,731,080 | 1,067,000 | 735,500* | 6,533,580 |

*Estimate

**Grants Through Public Laws 81-874 And 81-815**

| Year | P.L. 81-874 Maintenance/Operation | P.L. 81-815 Construction | Major Natural Disasters |
|---|---|---|---|
| 1977 | $12,677,904 | — | $4,517 |
| 1978 | $12,132,027 | — | — |
| 1979 | $11,398,667 | — | — |
| 1980 | $11,443,973 | — | — |
| 1981 | $ 8,965,791* | — | — |

*Estimate

**Funds Administered By Federal Assistance 1980-81**

| | | |
|---|---|---|
| **ESEA Title I** | Basic grant to meet educational needs of disadvantaged youth | $ 83,244,360 |
| | Special grant to meet educational needs of migrant children | 1,712,154 |
| | Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children | 6,993,946 |
| | Special grant to meet educational needs of neglected and delinquent children in state-operated schools | 1,244,552 |
| **ESEA Title IV-B** | Grant for library and learning resources | 8,345,068 |
| **ESEA Title V-B** | Grant to strengthen the Ohio Department of Education | 1,968,373 |
| **Adult Basic Education** | Federal and state grants for basic instruction | 5,798,080 |
| **Public Laws 81-874** | Maintenance and operation of schools in federally affected districts | 8,965,791 |
| | **Total** | $118,272,324 |

## TRANSPORTATION

**Pupil Transportation Statistics**

| | Pupils Transported | Annual Miles | Average Cost Per Pupil | Average Cost Per Mile Type I |
|---|---|---|---|---|
| 1976-1977 | 1,399,487 | 141,712,740 | $ 77.00 | .70 |
| 1977-1978 | 1,385,353 | 142,074,540 | 85.34 | .77 |
| 1978-1979 | 1,367,184 | 144,376,560 | 99.19 | .87 |
| 1979-1980 | 1,383,402 | 149,492,700 | 120.71 | 1.05 |
| 1980-1981 | 1,384,153 | 151,617,780 | 142.00* | 1.31* |

*Estimate

**Driver Education**

| Fiscal Year | Number of Pupils Served | Subsidy |
|---|---|---|
| 1977 | 181,995 | 9,099,750 |
| 1978 | 175,000 | 9,750,000 |
| 1979 | 174,992 | 8,749,600 |
| 1980 | 170,862 | 8,543,119 |
| 1981 | 175,000* | 8,750,000* |

*Estimate

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